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OUR ASSOCIATION AND ITS WORK

The Modern Language Association of Southern California is probably the most highly favored organization of its kind in the United States. The conditions amid which we live are not far from perfect; our section of the country is growing tremendously, and its people are optimistic and enamoured of education; a world-outlook is fast developing in the matter of culture, as well as business; a great number of our people are enthusiastic believers in the great importance of a study of foreign languages; in general, the outlook for our chosen work is very encouraging.

Here I feel constrained to say a few words in regard to the wealth, the pleasantness and the wonder of our field of effort. As a great artist paints a picture or sings a song, so masters of thought and feeling have delighted and uplifted the world with the expression of their genius in literature. The painter and the musician, however, have a message that is more vague and inadequate than the great writer's for influence on the life of man. Great as is the technique of the sciences, music and the pictorial arts, it can never match for range and power the simple words that human lips have formed.

At no period in the history of the world has the full expression of the thought and feeling of mankind proceeded from one race alone. If this is true of the past, it is true in a still wider sense of the present. There are certain nations or races that most Americans regard as leaders in the field of civilization or literature. To these nations and their literatures we have devoted special attention in our attempt to abandon provincialism and to attain a more or less adequate world-culture. To assist others in this quest must be one of the chief joys of life.

But what of our technique and our choice of materials? In the past the study of language, like that of other subjects, has not always been wisely adjusted to the ability and the interests of the learner. Skill in

the foreign language, many thought, could come most rapidly through a bitter, perhaps joyless struggle with most of the difficulties that might be encountered. This belief has been, in great part, abandoned, but our technique may be improved, and largely through a wiser choice of materials. The day of simpler, more gripping material has but dawned. The truly human, vital, simple things that call forth the sympathies of the learner will surely displace much other material in the early study of the foreign tongue. Difficulties must be overcome, but many of them may be overcome with ease rather better than with difficulty.

To what end are some hundreds of us banded together? The better, I believe, to serve, and also to make that service more pleasant and effective. Without organization it is extremely difficult to profit by one another's experience, form a respectable body of opinion, and exert a salutary influence for the public good. Many of the ideas that animate our work and much of the material that we find should be presented to the public and to those under whose administration we teach. The best ideas should gain currency; if they do not, worse ideas will exist in their place. The teachers of modern languages should be not only teachers of young people, but publicists who perform a most valuable and patriotic service.

As we enter the new year let us not fail to glimpse new possibilities in ourselves and in our work. By mutual helpfulness let us strive to advance our great task. Let us be more than willing to co-operate to the best of our ability when it is possible to improve our work and the general work of education and civilization. Let us strive to work wisely and effectively in our organization, for only by doing our part shall we feel that we have lived up to our 1924 opportunities in the Modern Language Association of Southern California.

B. C. BENNER

Lincoln High School, Los Angeles, California.

THE FATE OF SPANISH INSTRUCTION

This is a year of great problems for language teachers in the United States. To be sure, there have always been problems as to tests, methods, grading, passing, etc. For the past ten years school authorities have unhesitatingly responded to the popular demand to exalt Spanish, to debase the time-tried German and to encourage the French, in spite of its first-year difficulties.

Spanish being "so easy" any one could teach it, a great army of untrained teachers taken from stores, and even other departments of schools, were placed at the head of overcrowded classes. Where German or Latin teachers were drafted into service—even though they had never studied Spanish—they managed to study ahead of their pupils. While their large, enthusiastic classes were in the bay of elementary work the pupils learned to greet the teacher and tell where their hats, books and pencils were to be found. All was interesting. But when the language boat was out at sea and tossed by the great waves of *ser* and *estar*, *tener* and *haber* and other idiomatic waves, many of the seasick ones should have been sent back to shore. But there was no boat to receive them. They had to stay aboard. They were nursed along with the smelling salts of *realia* and soothing music of "*Sobre las Olas*" until the June shores were in sight. So marvelous was their ability to memorize the verbs before

landing, and so touching their appeals for "pass"-ports that teachers, both capable and inefficient, quite universally, passed them on to the next grade. And so the next year. Then, college; minds—a blank; next, a tutor; finally—"Entered on condition."

From now on our California colleges and universities will receive no student who has brought up an unsatisfactory subject to a college credit by any kind of review or post-graduate work. Good! Our language teachers are failing 30 and 40 per cent of first-year pupils—especially in Spanish. Not so good!

Prognosis tests are now being urged to bar out pupils from Spanish classes. If these tests are unjust to prospective language students (as I think they are) we are at present helpless to prevent their application in many cities. Language is a habit-forming study; dull and bright form habits alike. All classes of children play in the street. The foreign child watches, the first day. The next day he learns from the American boys a few words, perhaps "fight" and "mine" which he tries to explain to his foreign mother. In six months he has learned the play vernacular, and the parents take this little ragamuffin to the stores to translate for them. He speaks English like the other boys.

There is a secret to this unconscious process by which a child learns a foreign language in a few months without grammar or text book. That secret some one will find. It will not be long.

The most wonderful field for experimentation is that of the human brain. Spencer, Pestalozzi, Montessori and others were doing exactly what Edison and Marconi have done, in their respective fields of investigation. Great corporations have patented the products of the air inventors and given to the world the benefit at so much per "word" or "mile." No company has ever succeeded in copyrighting or commercializing the wonderful discoveries of the educational inventors mentioned. Their ideas and inventions found their way into books, and we teachers, when we have time, read of what they did. We wish some one long ago had made practical their dreams and brought to us an easy way to teach large classes that our children might learn as easily as the foreign ragamuffin.

Some thought the Gary plan might develop into a universal system. But it has not. Other experimentors are at work. The time is due for great discoveries in the realm of cerebri investigation. Prejudice, set notions, ancient ideas in the minds of board members and other obstructions have prevented progress.

The writer is inclined to believe that the secret of universal, rapid teaching has been discovered in the town of Dalton, Mass. Intended chiefly for the grades, it can be adapted easily to the modern-language class. It is a laboratory plan. That is not a new feature. In fact, Miss Parkhurst admits that she had tried to blend into her method the best of other practical plans. The children study and recite in groups. Lessons are assigned a month ahead. Self-grade cards are displayed for class use. The teacher also has her own grade book. Everybody is interested because he is not discouraged if behind. Superior students can go ahead, at the same time taking part in the daily recitations of the class. Pupils work at their own rate of speed. Teachers are advisors. All are reciting at the same time to neighbors, and the teacher goes from group to group testing them out, getting into personal touch with individuals, which is impossible where the teacher stands in front and calls on one after another to recite. The writer has set this plan in motion in all but one of his six

classes of the Santa Ana Junior High School, and is delighted with it, as the children seem to be. With several months' trial of it this year, there is no visible reason why it cannot carry through the school year with results superior to any previous year.

As to the fate of Spanish in our schools! It is the logical foreign language to offer compulsory when teachers and standardized elements are ready. Now that Mexico is beginning a new and solid career, and has been recognized by the United States, our interest in that country will be greater than ever. Morally, atmospherically, and geographically we are bound to recognize the value of the Spanish and the Portuguese. All the South American countries need our co-operation. Teachers of Spanish in the United States should get together, study the problems, and settle upon a method for first-year foundation teaching, instead of assuming an indifferent attitude toward the dilemma which confronts our language situation. Members of chambers of commerce, of Kewanis, Rotary, Lion and other clubs, annually pay hundreds of dollars for membership and banquets—to improve business. Cannot we invest \$15 or \$20 of our salaries for magazines and conferences? Let's wake up.

C. D. CHAMBERLIN

Francis Willard Junior High, Santa Ana, California.

THE HIGH SCHOOL FROM THE POINT OF VIEW OF A UNIVERSITY VISITOR *

Prefacing his remarks with the statement that he spoke on his own responsibility, and that other university visitors probably held views differing at least in degree, the speaker, who is chairman of the accrediting committee at the University of California, and who has enjoyed, through his visits to high schools, unusually favorable opportunities for observation, began by tracing the course of expansion in the high school and by pointing out the changes in the curriculum that have taken place as a result of it.

The modifications in the curriculum have been due mainly to the altered character of the student body, but partly also to popular demand. The theory that the high school is for all between the ages of fourteen and eighteen, regardless of character, native ability, or acquired proficiency, has brought into the schools many who are incompetent to do intellectual work of secondary school grade. Besides, there is an indiscriminating demand that education shall be practical. Fundamental subjects have been losing ground. If the brighter minds are to receive the training they require in order to fit them for service to all, there is urgent need for educational reform.

Much depends upon the proper solution of the problem of vocational instruction. Vocational instruction should actually fit one for a vocation. In the end society is likely to insist that it do this thing. People will not continue to pay for elementary vocational instruction in the schools merely in order that the pleasure-loving and incompetent, concerned only for their sixteen units, may be able to make up a heterogeneous programme on which they can graduate with a minimum of effort. Whether the high

* Summary of an address given at the meeting of the Modern Language Association of Southern California, December 21, 1923, at Los Angeles, by Professor Clarence Paschall of the University of California.

school continues to be responsible for vocational instruction, or whether trade schools shall be instituted, the training in crafts and industries must be put upon a solid basis. When this is done, courses of study vaguely labelled "vocational" will disappear, and in place of the all-inclusive word "shop" there will be definite prescriptions indicating purpose and end.

While the programmes presented by high school students have improved within the past two or three years, except where theorists have had too free a hand, many of them are still wonderfully and strangely constructed. Where the improvement has been marked, it has been due to the development of good advisory systems. In some cases the advice amounts to prescription. With the present mixed character of the student body, it is necessary to have some means at hand to quickly and properly classify entering students. The intelligence tests seem to meet this need. While still crude, they are said to be fairly reliable. If this is so, it should be possible to ascertain promptly whether or not a student is able to pursue intellectual studies with profit. If so, he should be held to a programme largely of that character. Mental ability of a good order must not go untrained.

At present the results of intelligence tests are usually withheld from students and their parents. This is wrong. When a high school freshman is not allowed to take algebra or a beginning language course because the test has indicated a group C mentality, the reason should be frankly avowed, and if the student or his parents object, the results of a written test in eighth grade arithmetic and English composition might be allowed to settle the matter.

In planning the programme the ability of the student should be considered rather than the probability of his going to college. If he is able to study mathematics, science, and a foreign language, he should do so. If he demonstrates capacity, he should continue with these subjects until he has accomplished something worth while. If he cannot succeed in them, by all means let him discontinue them—the sooner the better. If this excludes a weak student from college, the only result will be to save his parents and society some money, and to protect him from needless chagrin and loss of time.

This means segregation on the basis of ability and diligence, and differentiation in work. The educational theorist will make three objections: (1) The views just outlined are undemocratic. (2) So far as general training is concerned, it is immaterial what subjects are taught, so long as they are well taught. (3) It is not the function of the schools to train for scholarship, but for citizenship.

In America democracy has meant, and should mean, equality of opportunity; freedom to grow—not uniformity secured by reducing all to the lowest level. Education, if effective, is bound to make for greater inequality, but if education is what it should be, this inequality will not make for the oppression of the weak by the strong. It will be to the advantage of all. Because many children cannot study with profit trigonometry, or Latin, or physics, is no reason why the teaching of these subjects should be curtailed. The students who seek and profit by this type of training are apt to make a greater contribution to the happiness and well-being of us all than the multitudes who find such subjects beyond their grasp. The progress of the world depends upon the training of the best minds. Naturally, this class is in a minority everywhere. The intelligence tests make this plain. If democracy in education means that the education of the

more intelligent is to be restricted to the level of the less intelligent, then democracy is doomed to certain failure.

We are told that it is not the business of the schools to teach subjects, but to train adolescent minds; to give the pupils command of fundamental processes. But of course one cannot teach without teaching something. That would be—just pedagogy! The story of man's progress has been the story of a long struggle to wrest truth from nature. The driving force has been a splendid creative curiosity. This is found in some measure in every intelligent child, and it is the business of the schools to foster and develop it. Without a knowledge of mathematics it is impossible to form any adequate notion as to how scientists work, and what they accomplish. Algebra and geometry are not subjects merely for the engineer to use as tools; they are an essential part of the education of those who have the ability to grapple with them successfully. Children must be taught to know as much as possible about the physical world in which they live. And they must learn to know man; his ways of feeling and thinking. They must be taught to respond to what is fine and noble in literature. Nothing so completely reveals the workings of the human mind as language, and to really understand language we must study more than one language.

Of course we all believe in educating for citizenship. And we believe in giving children an adequate knowledge of the history of their own country and the principles on which it is governed. The real question is whether there shall be substituted for languages, mathematics, science and history a number of new, unorganized, unscientific studies coming perhaps under the general head of sociology.

Sociology represents an important field of study, but it is one that calls for unusual scholarship and sanity of judgment. The matters with which it deals are still largely controversial. The text-books in use in high school are not free from political bias; the teaching is frequently not without its appeal to class-consciousness and prejudice; and the general tendency is in a direction which has not received majority sanction. We should teach children to think for themselves, and not try to indoctrinate them with a particular kind of democracy.

In an analysis of the cost of the various subjects taught in the county high schools of Ohio, prepared and submitted to the press several months ago by the state board of education in that state, it was pointed out that foreign languages were the most expensive subjects per capita, second-year Latin standing at the head of the list. Solid geometry, physics, and chemistry came next. On the other hand, elementary English, general science, algebra, community civics, and occupational subjects were cheap. It was explained, however, that the popularity of algebra was due, not to any universal merit in the subject, but rather to the fact that most schools required it regardless of its real educational merit. It was pointed out that the cost of social studies was moderate. The cost of "Problems of American Democracy" was still high, but the subject was new and rapidly gaining in favor. The statement—obviously a bit of propaganda—closed by drawing the moral as follows: "The fair conclusion is that third and fourth-year language, solid geometry, etc., must give way in the average small high school to subjects of more value to all pupils. The excessive expense of teaching language and higher mathematics to the few pupils vitally interested will necessitate an adjustment of curriculums to more universal needs." No mention was made of the fact that the small enrollment in advanced classes in mathematics and language is the result of

constant pressure and active propaganda against them. Chemistry and physics escaped without express disapproval, the obvious reason being that courses in household arts and manual arts cost just about the same.

This is doubtless an improvement on the democracy of the French revolutionists and the soviets, for instead of brutally lopping off the heads of the "intelligentsia" or shooting them, it proposes to get rid of them by the simple expedient of denying them an education. The programme is un-American. It is being pushed by theorists who occupy chairs of education and important administrative posts. They speak with an authority which is not warranted by their standing among scholarly and thoughtful men and women. They expect to accomplish their purpose by manipulation rather than by the process of convincing a majority of the soundness of what they propose. Their leadership should be questioned, and their programme should be definitely challenged.

A NEW INTERNATIONAL MOVEMENT

During the sessions of the Summer School held in Mexico City last July and August, a movement was started which will interest every teacher of Spanish in this country, and in which every teacher in both the United States and Mexico is invited to have a part.

The cordiality with which Americans attending the sessions were everywhere received was not simply a demonstration staged for political effect. There was abundant proof of sincere goodwill and neighborliness. It seemed absurd to both them and us that there should be strained relations between the two countries. Everybody was hoping for and expecting recognition, as it seemed to be the only sensible solution of a long and needless misunderstanding.

With that political status we, however, had nothing to do; but it did seem to us that something should be done which would forever prevent a recurrence of this upsetting of friendly relations. We were reminded that on our northern boundary over a century of peace marks our friendship with Canada and Great Britain. Why not establish an era of good will and mutual confidence toward our Mexican neighbors?

A number of things have combined to hinder a closer intercourse with Mexico; differences in language, race, customs, and traditions, diverse economic conditions, distance and climate. All these have influenced largely in making our nearest neighbor on the south a really "foreign" country to us. But the recent years and the revolution have done wonders for that people, and we were amazed to find them so wide-awake, so sensitive to foreign criticism, so open and frank in the discussion of their own and international problems, so anxious to do the best for themselves and to deserve the respect and esteem of the rest of the world. Mexico will never go back to her former attitude. The old feeling of bitterness toward Americans, so rampant ten years ago, has wholly disappeared; but they are perplexed to know what they may expect of our government and wonder if we are, in truth, a people friendly to them.

Recognition came in September and yet, everything that has to do with promoting friendship seems to be held in abeyance. There is still distrust on the part of business men in this country, and the situation will not improve until the findings of the international commission have been published and ratified by our Senate. There is also a crisis arising from the fact that President Obregón is to retire soon and the policies of the two rival candidates are still in a chaotic condition, though in process

of crystallization. The issue will remain in doubt for several months. Business in Mexico is waiting on American capital, and the latter is too shy to run any risks till political affairs have been definitely adjusted.

This long delay should not, however, delay the more important social and spiritual *rapprochement* which is so necessary for both nations. What we need is some outstanding social movement which will symbolize the friendly spirit of two neighbor peoples, and the suggestion has been made that it take tangible shape in the erecting of a monument on the border, not to commemorate a diplomatic agreement—there has been no disagreement—but an unwritten covenant of friendship and good will in which all the people of both nations may take part.

It was quite in keeping that the initiative should come, as it did, from a Quaker, Mr. I. W. Kelsey, a student at the summer session and a Y. M. C. A. worker in the State of Michigan. A committee drew up a set of resolutions and, through the good offices of Sr. José Vasconcelos, minister of education, the entire assembly of American students was invited to a personal interview with President Obregón. About 400 of us gathered in the Salón de Embajadores at noon of August 7. The resolutions were presented, containing the signatures of almost the entire student body. To the plan proposed, the President replied in a very happily worded address, heartily accepting and endorsing the proposal, and promising the full co-operation of the Department of Education for carrying it to completion. Our committee is now in correspondence with Sr. Moisés Sáenz, director of the Departamento de Intercambio Universitario and chairman of the commission named by Obregón for this purpose.

The resolutions propose:

I. That the monument to be erected be two statues in bronze representing the two contemporary presidents and outstanding leaders of both nations, Lincoln and Juárez, clasping hands; that the two figures be placed somewhere exactly on the border line so that they will represent the friendly attitude of the two peoples to each other. On the base of the monument will be engraved appropriate sayings, one of them to be an extract from Lincoln's first inaugural.

II. That the funds for the purchase of the park in which the monument is to stand and for its erection are to be obtained from voluntary contributions from the children of school age of both nations, and equally subscribed by each. This will imply a long campaign of education which will consist of a study of the achievements of both nations in the arts of peace, and will have for its main purpose the creation of a public opinion of enlightened good will and mutual confidence, and the preparing of the coming generations to act wisely and well in all international relationships.

III. That a Council of advisers be chosen who will take the whole plan in hand and carry it out in a worthy manner. Naturally, the burden of the work will fall upon the leaders of public education in both countries.

Considerable progress has already been made, and I have at hand the endorsements of a number of influential people. The success of the whole enterprise will depend upon the strength of the sentiment awakened by this appeal in the hearts of the cultured people of the United States. A corresponding sentiment in Mexico will be more easily aroused by an appeal of this sort. Space does not permit further comment, but I shall be glad to hear from any one who is interested, and a little later material will be prepared for publication in the daily press.

Hollywood High School.

C. SCOTT WILLIAMS

LA ENSEÑANZA SECUNDARIA EN LA AMÉRICA CENTRAL.

(Por el Dr. M. F. Rodríguez, Profesor de San Pedro High School, California).

No tenemos en la América Central el equivalente exacto del High School norteamericano, sirviendo allá de eslabón intermedio entre la Escuela Elemental y la Universidad, el Instituto de Segunda Enseñanza o Colegio, como a veces también se le llama. El nombre de colegio dado a nuestros centros de enseñanza secundaria, confunde a veces a los que estudian estas cosas desde lejos. Nuestros colegios, que como ya dije no corresponden al High School de este país, tampoco equivalen al centro educativo de igual nombre en los Estados Unidos. Propiamente nuestros colegios o institutos ocupan el lugar del High School estadounidense (en cuanto este tiene de preparatorio para la universidad) con más los dos primeros años del College, o en otras palabras, su plan de estudios comprende el del High School y el del Junior College.

El programa del Instituto Centro-americano se cubre en cinco años, uno menos de los necesarios en este país para acabar con el de la Escuela Superior y el Junior College. La economía de un año es posible por varias razones: la primera es que la semana escolar en Centro América tiene seis días contra los cinco de Norte América, permitiendo esto al estudiante centro-americano tomar como trabajo mínimo, cinco materias o *sólidos* como aquí se les llama. La ausencia de actividades escolares, deportes, República Escolar (Student Body), R. O. T. C., etc, deja más tiempo para el estudio y demás trabajos puramente académicos. Los deportes y demás actividades de la escuela norteamericana empiezan a propagarse en Centro América y puede que dentro de algunos años las apreciaciones que aquí hago hayan de modificarse sustancialmente.

Al terminar los cinco cursos del colegio centro-americano el estudiante ha cubierto por lo menos veinticinco sólidos y si ha salido aprobado en los exámenes parciales, es candidato para el examen general privado en el que tiene que contestar preguntas referentes a cada una de las distintas asignaturas. Si sale bien en esta prueba, se le somete a la última, el examen general público, en el que principalmente se dedica a leer una tesis que le ha sido señalada para su desarrollo y defensa. Inmediatamente después se le confiere el diploma de Bachiller en Ciencias y Letras, que lo capacita para ingresar a la Universidad o Escuelas Facultativas, según el caso. Para esto ha tenido que estudiar y sufrir examen en cada una de las materias siguientes: Aritmética, Gramática Castellana, Raíces Griegas y Latinas, Geografía Universal, Inglés, Retórica y Poética, Francés, Historia Universal, Álgebra, Geometría Plana y del Espacio, Trigonometría, Elementos de Astronomía, Fisiología, Anatomía, Higiene, Zoología, Botánica, Mineralogía, Física, Química, Filosofía, comprendiendo un año de Lógica y uno de Psicología, Instrucción Cívica, Economía Política, Estadística, Geografía e Historia de Centro América, Agricultura y Teneduría de Libros. De estas materias, algunas como Zoología y Botánica se estudian en un solo curso con el nombre de Historia Natural, y otras como Inglés, en dos o tres cursos consecutivos, haciendo un total de veinticinco o más *sólidos*.

La enseñanza primaria es obligatoria y gratuita, costeadada con fondos nacionales. La secundaria no tiene el carácter compulsorio de

la elemental y se da en los establecimientos oficiales prácticamente gratis. Las Universidades y Escuelas Facultativas son siempre oficiales y gratuitas. Es requisito único, pero indispensable para matricularse en las últimas, el de presentar el diploma de Bachiller en Ciencias y Letras.

Además de las escuelas públicas primarias y secundarias, hay, a usanza europea, numerosos centros privados adonde concurren principalmente los hijos de familias ricas o acomodadas, con lo que está dicho que tenemos allá el sistema llamado dual, modificado, sin embargo por el hecho de que los graduados de las instituciones oficiales o privadas, están en igual capacidad de ingresar a la Universidad única, donde ricos y pobres se reúnen para dar cima a sus estudios. Debo decir que la tendencia de los gobiernos es a fomentar debidamente los establecimientos públicos y a mejorarlos de tal manera que desaparezcan los privados y la enseñanza sea como actualmente en este país, una sola "escalera que partiendo de la escuela de párvulos lleve al alumno hasta donde sus aptitudes se lo permitan."

En las universidades centroamericanas se estudian las profesiones de Abogado, Médico, Dentista, e Ingeniero. En los escuelas especiales se preparan los Maestros y Peritos Mercantiles, y hay otra clase de establecimientos, regularmente uno en cada capital, dedicado a los obreros, con el nombre de Escuelas de Artes y Oficios, donde además de cierta instrucción técnica, se les enseña un oficio como el de carpintero, mecánico, etc. Es costumbre dar gratuitamente en estas escuelas, no solo la enseñanza, sino la alimentación y vestuario de los educandos.

En el punto débil de la enseñanza centroamericana es el de ser esencialmente teórica y de no preparar a los estudiantes para los problemas de la vida diaria. Hasta en los últimos años y esto en unos pocos colegios se han instalado, de modo experimental, talleres para artes y oficios. El resultado de este sistema es que nuestros Bachilleres, si bien por lo general cultos y bien informados en materias científicas, son absolutamente incapaces para ganarse la vida, como no sea en posiciones burocráticas.

En resumen los colegios centroamericanos, en el terreno teórico cubren el trabajo del High School y del Junior College. De las dos funciones del High School americano, la de preparar para la Universidad y la de preparar para la vida, aquellos llenan bastante bien la primera, pero absolutamente mal la segunda y a mi modo de ver más importante de preparar para la vida.

A March Meeting

The LOS ANGELES CHAPTER, A. A. T. S., announce a program for March, at which Señor Nisi, Argentinian consul, will deliver a lecture in Spanish on Argentine. Musical selections will also be rendered. The meeting will take place Saturday, March 1st, at 11 a. m., Bovard Hall, University of Southern California. Admission 75 cents.

ASSOCIATION ACTIVITIES

Excerpts from Minutes of the MODERN LANGUAGE ASSOCIATION OF SOUTHERN CALIFORNIA

The Annual Institute meeting of the Association was called to order by the President, Dr. Brush, at 1:30 p.m., December 20, 1923, in the Tenth Street School.

Miss Snyder, the Secretary, not being present, the Chair appointed Miss Dalland temporary secretary.

The first number on the program was an address by Mrs. Rosalie Gerig Edwards of San Diego, on "The Point at Issue," in which she discussed many vital problems of modern language teaching.

The meeting was then open to general discussion.

Dr. Clarence Paschall, of the University of California, then addressed the Association on "The Future of German in America," in which he gave survey of the status of the teaching of German in the United States and in California particularly.

In the discussion which followed, Mr. Wheeler submitted the following resolutions relative to the teaching of German in the Los Angeles City High Schools:

WHEREAS, all state restrictions on the study of German have been removed; WHEREAS, the higher institutions of learning of California and other states have made insistent demand upon their state board of education that elementary work in German be offered in the secondary schools, preparatory to necessary courses in certain lines of university work, especially those requiring research; WHEREAS, many teachers of the sciences in our own secondary schools have also expressed the need for this opportunity for those of their pupils who are preparing for further work in the sciences; WHEREAS, the study of German has been put back into the course of study of several secondary schools of California, and also into the Junior Colleges; and, WHEREAS, at a meeting of the heads and acting heads of modern language departments of the Los Angeles High Schools yesterday afternoon, a set of resolutions was unanimously adopted, asking the board of education of Los Angeles City to arrange for instruction in German in the larger high schools of the city beginning next February, provided a sufficient number of applicants for elementary German to warrant a class, or classes, should present themselves after due notice of the possibility of such instruction had been given; THEREFORE BE IT RESOLVED that the Modern Language Association of Southern California herewith approves of the addition of courses in German in the high schools at this time, or at the nearest possible future date, subject to an enrollment justifying the employment of teacher time for such instruction.

It was moved and seconded that these resolutions be adopted. Motion carried.

Professor Paschall expressed his appreciation to the Association for having adopted these resolutions.

Dr. Brush then called on Dr. Diamond of the University of California, Southern Branch, who also thanked the Association for its stand.

The President, in his address, outlined the activities which he hoped the Association would accomplish:

1. To increase the spirit of solidarity in the Association by working toward a larger federation.
2. To instruct the public in order to bring about a greater appreciation of the teacher's work.
3. To work up a sentiment of recognition of the necessity for teacher preparation, and to co-operate with school boards in aiding teachers to make tours of the various foreign countries, whose languages they are teaching.
4. To aid in the formation of a Pacific Coast Federation of Modern Language Teachers.
5. To determine the cause of attacks on modern language teaching.
6. To develop professional consciousness.
7. To strive for complete co-operation of all teachers of modern languages.

A motion to consider the matter of the Pacific Coast Federation of Modern Language Associations was made and carried. Mr. Wheeler reported the progress which had already been made, and asked for volunteer help in clerical work, and that a committee be appointed to do further work in connection with the Federation, and be furnished with funds. He suggested that a letter be sent to individual teachers explaining the purpose of the Federation, and asking co-operation in the formation of modern language groups.

Mr. Shield moved that the Association encourage the movement in every way, and that a committee be appointed to draw up a definite plan and present it to other groups.

Dr. Brush, speaking from the floor, explained that sectional groups or chapters were intended, and not state associations, and spoke of the possibility of conventions of delegates, with voting by mail.

Miss Murray said that she was sure the Oakland teachers would see the need of a Federation and respond.

The motion was carried.

The business meeting was then adjourned, and Miss Murray spoke on "The Teacher's Preparation for Her Work," her talk being followed by a brief discussion.

Dr. Paschall followed with a paper on "High Schools from the Point of View of a University Visitor."

After his address the business meeting was resumed. The treasurer reported that receipts and expenditures for the year would just about balance, and that one hundred members had already paid their dues for 1924.

The result of the annual election was as follows: President, Mr. B. C. Benner; Vice-President, Mr. C. S. Williams; Secretary, Miss Augustine Daland; Treasurer, Mr. P. J. Breckheimer; Members-at-large, Miss L. Watson, Miss E. Henry and Mr. C. A. Wheeler.

FRENCH SECTION

PROCES VERBAL

La réunion de l'association des professeurs de langues modernes, section française a eu lieu le 27 Octobre, 1923, à l'université de la Californie (branche sud) présidée par Mme Louise Nevraumont.

Il y eut d'abord un court programme musical, de belles selections françaises de Massenet et de Debussy pour solo de violon, et de jolies recitations par des élèves de l'école de Manual Arts. Une très jolie danse par deux élèves de l'école Le Conte.

M. le Professeur Schwartz de l'université de Stanford était venu nous faire une causerie sur la littérature et les livres modernes. Il nous a donné la liste et des explications fort intéressantes sur ces nouveaux livres, si nécessaires à l'enrichissement de nos bibliothèques et dont nous avons grand besoin.

ESTHER ADAM, *Secrétaire*.

Voici la liste des nouveaux livres recommandés par M. le professeur Schwartz:

Hanotaux: Histoire de la nation française; Histoire des Lettres; I, Des Origines à Ronsard; Picavet, Bédier, Jeanroy 1921; II, De Ronsard à nos jours, Strowski, 1923.

Joseph Reinach: Francia, 1921.

Henry Lyonnet: Premières de Molière, 1921; de Corneille, 1923.

Ferdinand Brunot: La Pensée et la langue, 1922.

E. Martinenche: L'Espagne et la Romantisme français, 1922.

René Lalou: Histoire de la littérature française contemporaine, 1922.

Gustave Lanson: Bibliographie de la littérature française, 1922.

Les Nouvelles littéraires, Larousse, 1922.

Hasard: Histoire de la littérature française illustrée: Larousse, 2 vols., 1923.

Chas. Des Granges: An Illustrated History of French Literature; Hatier, 1923.

Pierre Martino: Le Naturalisme français, 1923.

Gustave Lanson: Histoire de la littérature française, edition illustrée, 2 vols., 1923.

Le Larousse pour Tous, 2 vols. 1923.

Eugène Montfort: Vint-cinq Ans de littérature française, 2 vols., 1923.

Robert de la Vaissière, Anthologie poétique du XXe. siècle, 2 vols., 1923.

Rouaix: Dictionnaire des Idées suggérées par les mots.

Jameson & Heacox: Chants de France, Heath, 1922.

Nitze & Dargan: A History of French Literature, Holt, 1922.

A. Tilley: Medieval France, Cambridge University Press.

A. Tilley: Modern France, 1922, 1923.

A. Morize: Problems and Methods of Literary History, Ginn, 1922.

M. Dondo: Vers Libre, a logical development of French verse, 1922.

Chas. C. Clarke: Concerning French Verse, 1922.

Firmin Roz: Histoire de la littérature française, Allyn & Bacon, 1923.

Cunliffe & De Bacourt: French literature during the last half-century, Macmillan, 1923.

Sirich & Barton: Harper's French Anthology, 1923.

SPANISH SECTION

(LOS ANGELES CHAPTER, A. A. T. S.)

The annual banquet of the Los Angeles Chapter of the American Association of Teachers of Spanish was held this year in the Italian Room of the new Mary Louise Tea Room, Dec. 19th. About 70 members and their friends took advantage of this opportunity to enjoy a delightful social time, and to wish a pleasant journey to our National President, Mr. C. Scott Williams, who was leaving the next day for New York to preside over the National Meeting of the Association.

Between courses a delightful Spanish musical program was rendered consisting of baritone solos by Robert Bradford, a student of Santa Ana High School; selections by Clifford Carpenter, zylophonist; Simon Carfagno, violinist, and Lillian Frank, pianist, students of Lincoln High School, and soprano solos by Miss Ruth Frothingham, a teacher of the Santa Ana High School.

A charming little play entitled, "Levantando Muertos" followed, presented by "La Tertulia," the Spanish Club of the University of Southern California.

The evening's program concluded with short speeches from Señor Nisi, consul from Argentina; Mr. C. Scott Williams, Dr. E. C. Hills, who was passing through Los Angeles on his way to the national meeting in New York, and Professor R. E. Schulz, who is leaving in February to spend his sabbatical year in Spain.

MARGARET ROALFE, *Secretary*.

Notes by the Way

The stability of every institution depends upon three elements. A three-legged stool will stand firmly on an uneven surface, but if you take away one leg, it immediately topples over. An essential element in the welfare both of our Chapter and of our Modern Language Association is a spirit of loyalty. This explains the fact that a large number of our members contributed most generously toward the expenses of my trip to New York. I was asked several times how it happened that I had crossed the continent just to attend a convention and it was a pleasure to be able to answer that we of California are loyal to our profession and are willing to "play the game" even when expenses cut deep.

By the way, we ought not to call ourselves MLA but MLTA (Modern Language Teachers' Association). Unfortunately we are at present only slightly "affiliated" with the National Federation of the Modern Language Teachers. The "Modern Language Association of America" is an entirely different organization, with a membership of over two thousand, mostly college and university people, and held its fortieth annual meeting in Ann Arbor, Mich. I was amazed to see the program of twenty closely printed pages with discussions running all the way from phonetics and mediaeval French and Latin down to a study of the dialect of the negroes in the South Carolina swamps. There were 52 papers presented which were not read at the meetings. I heard men and women talking in seven different languages—but not all at once. It was interesting to study the different types presented in a gathering of 500 men and women, all devoted to the problem of modern language education. I had the pleasure of meeting some of our own "big" men in Spanish, such as Olmstead, Owens, FitzGerald, Hills, Ford, Crawford, Kenniston, Wagner, Northrup, Van Horne, Dale, Doyle, Waxman, Hendrix, and others. Following a personal inclination, I consorted with Ortega, Cano, Peñol, Albanadejo and Osma and tried to get their point of view of our problems.

Most, if not all, of what was said and done at the New York meeting will appear in the next number of *Hispania*. Basta decir that it was a splendid meeting with lots of enthusiasm, good papers, and a fine spirit of fellowship. At the banquet I told them all that the highest compliment I could pay the New York Chapter was that I was enjoying myself quite as thoroughly as if among the members of my own Chapter. I want to anticipate one announcement here and tell you that the Association endorsed a plan to have prepared an A. A. T. S. medal, to be purchased by teachers and departments of Spanish and to be awarded each semester to the pupil in each half-year grade who has made the most progress in the study of the language. The medal will bear the seal of the Association.

Of course, Dr. Hills was elected our president for the year and he was greeted everywhere with great enthusiasm. By the way, we must not forget that he lost all his books in the Berkeley fire and that our Chapter is going to send him a set of books as a love-token. I have already received a check for five dollars toward this and I should like to have you send our committee about ninety-five dollars more. A dollar apiece will do it. Dr. Hills has consented to receive such a gift only as a token of personal esteem and affection.

And now a word about the meeting at Atlantic City. There were about 22 men and women present and they worked three days making an outline for a study of the problem of the place of modern languages in American education and culture. Keen discussion, comprehensive grasp, perfect analysis, careful discrimination and constructive effort characterized every session. Dean Kenniston of Cornell and Dean Fite of Columbia were the master minds. It was the biggest group-effort I have ever seen. The results must be submitted to the Carnegie Corporation for approval and nothing positive can be stated at present. We all hope that it will mean a thorough survey of the modern language situation in the U. S. and Canada. It will take three years to carry out the plan, but it will be of vast importance to our work.

C. SCOTT WILLIAMS

The enrollment in the various foreign languages in New York City Senior High Schools of October, 1923, was: French, 27,176; German, 5,147; Greek, 122; Italian, 766; Latin, 21,427; Spanish, 27,351; total, 81,989.

COMMUNICATIONS

Supplementary Modern Language Reading

Experience has shown me that a student will do a good deal of supplementary reading without great pressure, if the material is sufficiently simple and interesting. Often it may be advisable to cover a book by individual assignments, not requiring the whole class to report on all of the work. Let us suppose that a book like Lavissee's "Histoire de France" or Hills and Cano's "Cuentos Y Leyendas" be put in the hands of a class for supplementary work. The separate chapters or stories may be assigned to different members of the class. Each student prepares his assignment so that he can give an account of it in English and in the foreign language. It is well for the teacher to insist that the essential points be written out in both languages, otherwise some students will monopolize the time of the class without making a fair return. As a rule, a student takes considerable pleasure in reporting on his assignment. This work assumes all the greater importance in his eyes because it is not a common task.

To give the students an interesting bird's-eye view of a foreign literature, work in the literature may be done through translations. For this purpose, Charles Dudley Warner's "Library of the World's Best Literature" is excellent. In making assignments in such a work great definiteness is necessary, as the students are very likely to become lost in the various volumes. Nor can they be trusted to pick out matter adapted to their intelligence. Furthermore, articles of a very technical cast should be assigned only to those students whose bent of mind is toward such interests. A common fault among students is that of devoting most of their time to investigating a writer's personal history rather than to finding out what he wrote. In general, the work assigned to students should not be difficult and unemotional, but clear and lively, as well as useful for their development. The assignments made by the teacher need not crowd out material that a student has already mastered, or something that has an especial appeal to him. Some students may be given the opportunity to report on books or articles that they themselves choose.

In all of this report work the teacher plays a very important part, not only in the selection of material, but in the matter of interpreting, correcting false impressions, supplying necessary information, reducing exaggerations, harmonizing elements, supplying local color and imparting a natural setting or atmosphere to many of the accounts. Such a treatment of literature as the above, while by no means exhaustive, will prove far more interesting and valuable to the students than a study of the names of authors and their biographies with the titles of their books.

B. C. BENNER

Lincoln High School, Los Angeles, California.

Authorities in session at all five of the Pan-American Conferences agreed that only by the North Americans reading and speaking Spanish and by the South Americans reading and speaking English can a desirable and necessary Pan-American solidarity be achieved.

Predetermination Tests

About two years ago, Sentous Junior High School reported in this BULLETIN its use of predetermination tests in modern languages. After two or three terms, their use was discontinued for the following reasons:

While those who stood highest in the tests almost invariably stood high in their modern language classes, the reverse was not by any means true. Among those of medium and rather low standing in the tests, some even proved to be quite good in language study; there was very little correlation between the grade in class and the standing in the tests. In other words, the use of the tests offered little assistance in determining who should and who should not take up a language.

The first week of a term is so crowded that these tests were given near the end of a term to those classes which were about to be eligible to choose a language. The population of the school was so shifting that almost a third of those who elected the languages had not even taken the test.

The present policy in this school is, therefore, to permit those to take a language who manifest a strong desire to do so, to make the first term a testing term, and to carry on scarcely any except those who make a grade of 1 or 2. In the first three weeks some weeding is done, also, before programs are settled past convenient changing.

MARY B. DOZIER

Sentous Junior High

A Language Symposium

It was my good fortune, while teaching Spanish at the Central High School of Minneapolis, to assist other teachers of modern languages in presenting in an assembly period a language symposium.

The story of "Little Red Riding Hood" was selected, and translated into Latin and into the five modern languages studied at Central, i. e., Spanish, French, German, Swedish and Norwegian. The best speakers in the respective classes were chosen to tell the story.

On the day the program was presented the school stage was decorated with the flags of the various nations. The opening number was "America," sung by the assembled school. Then followed the telling of the story in English, Latin, Spanish, French, German, Swedish and Norwegian. Before each recital the national hymn of the country in whose language the story was to be told was sung by a group of students.

The reaction on the part of the students was helpful. To express thought in the language studied became the objective of both teachers and students.

J. WM. JOHNSON

Hollywood High School

L'Aide á Propos

Les professeurs des langues étrangères à Los Angeles possèdent une source exceptionnelle d'inspiration dans leur bibliothèque centrale, où se trouve non seulement une collection assez complète des classiques français et espagnols, mais aussi des exemplaires très rares d'éditions épuisées. Pour citer un seul exemple, il y a dans le département de science héraldique une exemplaire de la magnifique édition de "La Vie de Jeanne d'Arc" par Anatole France, en quatre tomes, imprimée sur papier de Hollande et richement illustrée en couleurs. Il va sans dire qu'on ne se procure plus ce livre à n'importe quel prix, puisque l'édition ne consista que de trois cents exemplaires. Aussi ne prend-on pas hors de la bibliothèque un trésor tellement précieux. Cependant les assistants à la bibliothèque font de leur mieux pour mettre à la disposition des professeurs même les livres qui ne doivent pas circuler. Par exemple, l'école Virgile, en préparant récemment un programme, a voulu faire une copie exacte de l'étendard de Jeanne d'Arc. On s'est adressé à la bibliothèque qui a cherché la gravure désirée, l'a fait photographier et l'a expédiée à l'école. Tout cela avec une bonne volonté admirable. De plus, on a pu obtenir pour quelques jours la magnifique série de peintures par Boutet de Monvel sur la vie de Jeanne d'Arc. Une telle coopération de la part de la bibliothèque mérite les remerciements de tous ceux qui peuvent en profiter.

EMMA L. SIMPSON

Virgil Junior High

FIELD NOTES

(The responses to the circular request for items of department activities were gratifying; although modesty seems to have held back many who could have contributed to this column. It is hoped that we may chronicle more in our next issue, and regularly and increasingly thereafter. The fullest co-operation is solicited. —Editor.)

Miss Hawkins is adviser of a Spanish Club at Polytechnic (L. A.) which is largely in the hands of Spanish-American students.

The French Club of Franklin High (L. A.) sent its semi-annual donation, consisting this year of 179 francs, to the Maisons Claires in France. The money is raised by holding home-made candy sales. Last year the Club received an autograph letter from Madame Yvonne Sarcey in acknowledgment of its contribution.

The French classes of the new Roosevelt High School (L. A.) have already organized a promising Cercle Francais with the help of the instructor, Mrs. Gladys T. Henry.

The French and Spanish clubs at Manual Arts High School (L. A.) give regular monthly programs. Each semester the Combined Language Clubs (which include the Latin Club) hold a dance, preceded by a program.

A handsome cabinet Victrola was recently acquired through accumulated proceeds from these parties; a collection of records is now in progress, as well as the acquisition of folk-song anthologies, some with musical scores.

Students of the third-year Spanish class at San Fernando (L. A.) are making weekly contributions to the school paper, "The Whirlwind." They had a booth at the recent school carnival, selling confections and conducting a game, "El Herron." Prizes for the winners in the game were pieces of Mexican pottery, baskets, books, etc.

John Muir Junior High has set aside Monday afternoons from 3 to 4:30 for the informal social gathering of teachers and students of modern languages.

Miss Davis, teacher of Spanish in Pasadena High, spent the summer in Mexico. She has given interesting talks illustrated with "realla" to the faculty, and to four different groups of Spanish students. She plans to give four more travelogs to students during the year.

A special committee is working on standardized tests for 9th and 10th grade, and invites correspondence.

Foreign language clubs in Santa Ana number five; three, in the Junior College—L'Hotel de Rambouillet, Club Cervantes and German Club; two, in Senior High School—Cercle Francais and Club Español.

Monthly meetings of all foreign language teachers in Junior College, Senior High and the two Junior High Schools with the several principals are held to consider language problems. The December program consisted of the following papers: "The Importance of the Lesson Presentation," by Principal Kellogg of Francis Willard High; "Demonstration of Methods of Presentation," by Miss Frothingham of Polytechnic High, and "Value of Drill in Language Teaching," by Miss Swass of Junior College, assisted by pupils of the last two speakers. The January meeting will be in charge of Superintendent Cranston and the three high school principals, who will discuss "Language Teaching From the Supervisors' Viewpoint."

Members of the upper classes in the San Diego High publish a creditably written "Sección de Español" in the weekly school paper, giving club reports, general news items, and jokes in Spanish. The Club is very active, besides the annual "Gran Baile," one or more longer Spanish plays are produced.

The Mexican Community Players, under direction of Mrs. H. D. Smith, presented "Los Rosas" at Roosevelt High on January 19th, and "Zaragüeta" at L. A. High School on January 26th. Both presentations were before appreciative audiences. The players are open to engagements. For bookings, terms, etc., address Mrs. H. D. Smith, High School, Long Beach, Cal.

The Spanish Class of Sentous Junior High School enjoyed a piñata on Monday afternoon, January 7th, the nearest feasible date to January 6.—el Día de los Reyes. The jar itself was bought at "The Fair," 62nd and Main streets. The regular price is 25 cents a gallon, and this one held eight gallons, but (tell it not in Gath!) was bought for 25 cents because it was cracked. It was worse than that when at last a blindfolded boy,—the seventh or eighth pupil to make the attempt,—hit it squarely in the side with a baseball bat, as it hung suspended at easy height from the rafters of the gymnasium.

Then what a scramble for the candles, nuts, apples and oranges with which it had been filled, every child having furnished something toward its contents.

The members of the French Club at Sentous Junior High are making scrap-books of French scenes and other cultural material on France.

Among the many faculty members of the State University to suffer in the recent Berkeley conflagration, Professors E. C. Hills and C. B. Marsh, of the Modern Languages Department, report practically the complete loss of their homes and personal affects. Professor Hills lost 3,000 choice books, his collection of rare Spanish silks and laces and other art treasures. Professor Marsh lost valuable manuscript material.

Professor Lawrence Riddle expects to get out an edition of Corneille's "Cinna" during the year.

Portuguese

Readers of the October BULLETIN will recall a brief mention of the only Portuguese text arranged with vocabulary for English speaking students, Taunay's *Innocencia*, "a Brazilian novel of great worth," published last year by D. C. Heath, and edited by Prof. Maro B. Jones, of Pomona College. They may not realize that this edition makes it easy for one familiar with Spanish, even if he knows no Portuguese, to read this fascinating story with no external aids. The vocabulary meanings are so apt, the arrangement of grammatical helps so clear and concise and easily explored, that little time is wasted. There is no mention of pronunciation, as that is so complicated that it would greatly increase the bulk of the book.

As it is, the story fills only a hundred small pages, and at least one of the teachers of Spanish in Los Angeles read it with ease and pleasure during the holiday season, covering the last fifty pages in one evening, and has passed on her copy to a fellow teacher for her enjoyment.

M. B. D.

"Clippings"

Our BULLETIN has on its exchange list this year nearly all the student body papers of Southern California, some forty-five in all. These papers come weekly to the headquarters office and are clipped for modern language news. It is evident that the modern language teachers and students are bringing the department more and more to the attention of the student body as a whole through reports of special class-room features, of club meetings, of plays, and of language opportunities outside the school room. Especially worth while seem the French column and the Spanish column which some of the schools have inaugurated recently in their paper and which offer to the better students an opportunity for concrete expression on a variety of topics interesting and valuable to the student.

These clippings may be seen at any time at headquarters. But there should be some one who will make it his duty and pleasure to take complete charge of this material, file and catalog it, and make report to the editor of the BULLETIN. To whom does this appeal as an opportunity of a congenial nature for rendering a real service to the members of our Association?

Spanish and French Calendars

The committees appointed by the French and by the Spanish Sections to arrange for the printing and sale of "1925" Association calendars in French and in Spanish are at work and will shortly have their suggestions and requests in the hands of all teachers on these languages in Southern California. Meanwhile they request that teachers and students who are interested in these two Association projects be on the watch for passages that seem suitable for use in these calendars. Those having any suggestions to offer at this time are asked to communicate with Miss Katherine M. Kent, 643 Juanita Avenue, Los Angeles (Spanish); and with Mrs. Louise D. Nevraumont, 4301 Melrose Avenue, Los Angeles (French).

Classes in Italian

Readers of this number of the BULLETIN will note among our advertisements a complimentary card from the Dante Society and an announcement from one of the Italian papers of Los Angeles. These contributions are due to the prompt coöperation of Signora Rocca, who constitutes the "Italian Section" of the Association at the present moment.

Italian in the Los Angeles schools is a matter of the past few months. The first class was established in December at the Central Evening High School, followed by a second class at Hollywood Evening High School, beginning January 3rd last. This latter class contains a number of modern language and other teachers and has an enrollment of forty members.

It is possible that two of the day high schools may offer Italian the coming semester, several applications having been made for Italian in each of these schools.

CORRELATING SPANISH WITH ENGLISH HOME READING

HELEN BROCKETT, *University of Southern California*

Many times the teacher of Spanish wishes that her pupils might have a broader and more appreciative conception and knowledge of things Spanish. The material which she finds time to present to them in class is so scanty in comparison with the fund of literature available.

Students who are interested in the literature, customs, peoples of Spain and Latin America would greatly appreciate an opportunity to learn more about them. However, few students seem to find time enough to read many books outside of the supplementary reading required in the English courses. For this reason the following question has arisen in the minds of some people—why not correlate Spanish with English home reading? A good suggestion, surely, and yet no list of books seems to be available to aid in the solution of this problem. Thus I have found it very interesting and profitable to compile such a list, with a few words of description concerning the subject matter of each book. The general list of books which follows endeavors to place at the disposal of students sources of subject matter dealing with Spain and South America, also Central America; these books may be added to the English Home Reading list if the teacher so desires. The list is by no means exhaustive—many more worthy books could be added. The years in which the books might be read are suggested, based upon the vocabulary and subject matter presented.

Books are for all grades. By permission of the teacher, any books may be read in other years than those indicated.

FICTION

Spain

1. *The Three-Cornered Hat* (Alarcón), Year 2. (Translated by Jacob Fassett, Jr.) Knopf, 1918. Admirable conversation, true Spanish atmosphere, good material for study of manners and customs in Spain.
2. *The City of the Discreet* (Baroja-Pío), Years 3, 4. (Translated by Jacob Fassett, Jr.) Knopf, 1917, \$1.50. Very good descriptions of Cordova and its environs. Subtle, quaint humor.
3. *Blood and Sand* (Blasco-Ibañez), Years 2, 3, 4. (Translated by W. A. Gillespie.) Dutton, 1919, \$1.90. Romance of a bull-fighter.
4. *Leila* (Bulwer-Lytton), Years 3, 4. Rand, 50c and \$1.00. Historical romance of the siege of Granada.

5. *Don Quixote* (Cervantes), Years 1, 2, 3, 4. (Translated by Ormsby.) Crowell, \$1.25. The strange and amusing adventures of the immortal knight-errant, Don Quixote.
6. *Mariela* (Perez-Galdós), Year 1. (Translated by Helen W. Lester.) McClurg, \$1.00. The tragic romance of a crippled orphan girl.
7. *Doña Perfecta* (Perez-Galdós), Years 2, 3. Harper, \$1.00. The bigotry of an isolated, narrow-minded and ignorant community and its intolerance of modern conditions are depicted very vividly.
8. *The Life of Lazarillo de Tormes* (Hurtado de Mendoza), Years 1, 2. (Translated by Sir C. R. Markham.) Macmillan, 1908, \$1.25. The first example of the picaresque novel. Lively and entertaining adventures of a beggar lad who had many masters during his career.
9. *Gil Blas* (Lesage), (Everyman's Library), 2 vols., each 35c. Dutton, 1910. A picaresque novel. The hero, apprenticed to tradesman, learns the various "tricks of the trade."
10. *La Navidad en las montañas* (Altamirano), Year 1. Heath, 1917, 45c. A charming sketch of a small Mexican village.
11. *Martin Rivas* (Blest y Gana), Years 2, 3. (Translated by Mrs. Charles Whitman.) Knopf, 1918, \$1.60. A Chilean romance.
12. *Captain Macklin* (R. H. Davis), Years 1, 2. Scribner, 1902, \$1.50. In Latin America.
13. *Soldiers of Fortune* (R. H. Davis), Years 1, 2. Scribner, \$1.50. Story of an American engineer and his adventures in mining and in revolutions in South America.
14. *Green Mansions* (W. H. Hudson), Years 2, 3, 4. Knopf, 1916, \$1.50. The romance of the bird-girl, Rima; a story actual yet fantastic. It symbolizes the yearning of the human soul for the attainment of perfect love and beauty in this life.
15. *The Purple Land* (W. H. Hudson), Years 2, 3, 4. Dutton, 1906, \$1.50. A poetic South American love story.
16. *Maria* (Jorge Isaacs), Year 1. (Translated by R. Ogden.) Harper, \$1.00. There is tender, exquisite sentiment in romance of Maria and Efraín, two Colombian lovers. Very good portrayal of South American family life.
17. *Amalia* (José Mármol), Years 3, 4. (Translated by Mary J. Serrano.) Dutton, 1919, \$2.00. A romance of the Argentine. The writer of this novel of life under the ruling Dictador General Rosas, was both author and politician. The story is full of action, much political intrigue and romantic sentiment.
18. *El Supremo* (Edward Lucas White), Years 2, 3. Dutton, 1916, \$1.90. A romance of the Great Dictator of Paraguay. The conditions of an anomalous period are faithfully presented, when for a brief three years after Paraguay became independent her strange colony of Spanish aristocrats, isolated amid wildernesses, with their exotic social atmosphere, gaudy attire and exquisite manners, plotted and schemed to overthrow the long-suffering but stern and implacable despot who was finally to exterminate them.

GENERAL NOVELS

19. *Cleared for Action* (W. B. Allen), Year 1. Dutton, 1898, \$1.50. A story of the Spanish-American War of 1898.
20. *Spanish Gold* (Hannay), Year 2, 3. (Birmingham). Doran, 1911, \$1.20. A surprising tale of amusing adventure.
21. *The Four Horsemen of the Apocalypse* (Blasco-Ibañez), Years 3, 4. (Translated by C. B. Jordan.) Dutton, 1918, \$1.90. This is one of the great novels of the War by one of Spain's greatest popular novelists. It is rich and varied in scene, human, and extremely vivid. The splendid spirit of France in the hour of trial is the dominant note.

SHORT STORIES

22. *Tales of the Pampas* (W. H. Hudson), Years 2, 3. Knopf, 1916, \$1.25. Stories of the southern pampas of Buenos Aires.
23. *Tales from the Alhambra* (Washington Irving), Years 1, 2. Macmillan, 1908, 90c and \$1.50. Moorish Spain.
24. *The Enchanted Burro* (Charles F. Lummis), Years 1, 2. McClurg, 1912, \$1.00. Stories of New Mexico and South America. Truthful episodes.

PLAYS

25. *Masterpieces of Modern Spanish Drama* (Clark), Years 3, 4. Duffield, 1917, \$2.00. "The Great Galeoto," by Echegaray. "The Duchess of San Quentin," by Perez Galdós. "Daniela," by Angel Guirnera.
26. *Three Plays of the Argentine*. Years 2, 3. (Translated by Jacob Fassett, Jr.) Duffield, \$1.75. "Juan Moreira," by Podestá. A type entirely representative of the "Gauche" of South America. Plot is taken from the life of a real character. Santos Vega," by Herrera. A poetic evocation of the legend of the famous minstrel of the pampas. A "Gauche" play also. "La Montaña de Brujas" or "The Witches' Mountain," by Gardel. A tragedy of the mountain-folk.

LEGENDARY HISTORY, FOLK-LORE

27. *The Cid*. Years 1, 2, 3, 4. (Story of the Cid; edited by C. D. Willson.) Lothrop, 1901, \$1.25. Story of Rodriguez, one of Spain's greatest soldiers who fought in the struggle between Christians and Mohammedans.
28. *The Lay of the Cid* (Rose and Bacon), Years 1, 2, 3, 4. Translated into English verse (Semi-centennial Publications) University of Cal., 1919, \$1.35. Epic translated from Spanish into English verse, with an historical introduction.

29. **Spanish Fairy Book** (G. Segovia), Year 1. (Translated by E. V. Quinn.) Stokes, 1918; \$1.50. Eight fairy tales of romantic and modern setting. They are inclined to state the moral and are quite long, but enjoyable. Colorful illustrations.

LETTERS

30. **Impressions of Spain** (J. Russell Lowell), Years 3, 4. (Compiled by J. B. Gilder.) Houghton, 1899; \$1.50. Letters written by Lowell while he was the American Minister at the court of Spain, 1877. He describes the domestic politics of Spain at that time, and the affairs of the court.

INTERESTING NON-FICTION

History

31. **Story of Our War With Spain** (E. S. Brooks), Year 1. Lothrop, 1899; \$1.50.
 32. **Missions of California and the Old Southwest** (J. S. Hildrup), Year 1. McClurg, 1907; \$1.00. Each Mission is described in detail in this most interesting description of the Franciscan missions.
 33. **Modern Spain (1788-1893)** (Hume), Years 2, 3, 4. Putnam, 1900; \$1.50. Though chiefly political, it does not neglect economics, literature and art.
 34. **California, the Golden** (R. D. Hunt), Years 1, 2. Silver, 1911; 65c. This book sets forth in simple narrative the fascinating story of the upbuilding of the golden State.
 35. **Legends of the Conquest of Spain** (Irving), Years 2, 3. Crowell, 1851 (Complete works). These are of historical foundation, but romantic and enchanting legends.
 36. **Moors in Spain** (Lane-Poole), Years 3, 4. Putnam, \$1.50
 37. **California; its History and Romance** (McGroarty), Years 1, 2, 3, 4. Grafton Pub. Co. (Los Angeles), 1911; \$3.50. One of the most complete histories, steeped in the colorful romance of California.
 38. **The Conquest of Mexico** (Prescott), Years 2, 3, 4. Crowell, 1902; \$1.25. Like a historical novel.
 39. **The Conquest of Peru** (Prescott), Years 2, 3, 4. Dutton, 1908; \$1.00. Similar style as the preceding book.
 40. **Rise of the Spanish-American Republics** (Robertson), Years 3, 4. Appleton, 1918; \$3.00. Outline of the movement which culminated in the establishment of independent states in the Spanish Indies, as traced in the biographies of notable leaders.
 41. **History of Latin America** (Sweet), Year 4. Abingdon Press, 1919; \$3.00.
 42. **People of Mexico: Who They Are and How They Live** (Thompson), Year 4. Harper, 1921; \$2.50. An "Anatomy of Mexico." A discussion of the race-question and of living conditions.
 43. **Mexico Today and Tomorrow** (Trowbridge), Year 4. Macmillan, 1919; \$2.00. A general idea of the social, industrial, political and economic conditions which have prevailed in Mexico since the fall of the Diaz régime in 1911.
 44. **Spanish in the Southwest** (V. R. Winterburn), Year 1. American Book Co., 1903. The best simple presentation of the early history of California through the period of Spanish control.

TRAVEL AND ADVENTURE

Spain

45. **Spanish Highways and Byways** (K. L. Bates), Years 1, 2, 3, 4. Macmillan, 1900; \$2.00. Being a tourist's impression of Spain, its complex life, picturesque charm and the graciousness of Spanish manners.
 46. **Home Life in Spain** (Bensusan), Years 1, 2. Macmillan, 1910; \$1.75. Just what the title implies, every-day amusements, etiquette, etc., with a little about Spanish politics.
 47. **Spain and the Spaniards** (DeAmicis), Years 2, 3. Delightful description.
 48. **Four Months Afoot in Spain** (Franck), Years 3, 4. Century, 1911; \$2.00. Author's experiences while mingling with the masses.
 49. **Castilian Days** (John Hay), Year 4. Houghton; \$1.25. Spanish life in the cities, customs of the people, with attention to art and literature.
 50. **The Cities of Spain** (E. Hutton), Years 3, 4. (24 illustrations in color and 20 additional drawings.) Macmillan, 1906; \$2.00.
 51. **Well-worn Roads of Spain** (F. H. Smith), Years 2, 3.

Mexico

52. **Viva Mexico** (Flandrau), Years 2, 3. Appleton, 1908; \$1.25.
 53. **Tramping Through Mexico, Guatemala and Honduras** (Franck), Years 2, 3. Century, 1916; \$2.00. Trustworthy, first-hand account of conditions in the interior of Mexico.
 54. **A Diplomat's Wife in Mexico** (O'Shaughnessy), Years 3, 4. Harper, 1916; \$2.00. Letters from the American Embassy at Mexico City, covering the dramatic period between Oct. 8, 1913, and the breaking off of diplomatic relations on April 23rd, 1914, together with an account of the occupation of Vera Cruz.
 55. **A White Umbrella in Mexico** (F. H. Smith), Years 2, 3, 1. Houghton; \$1.50.

South America

56. **Across South America** (Bingham), Years 2, 3. (80 illustrations.) Houghton, 1911; \$3.50. Exploration of the most historic highway in South America; account of a journey from Buenos Aires to Lima by way of Potosi, with notes on Brazil, Argentine, Bolivia, Chile, Peru.

57. **South America** (James Bryce), Years 3, 4. Macmillan, 1914; \$2.50. A scholarly work, embodying impressions of Panama, Peru, Bolivia, Chile, Argentine, Uruguay and Brazil—and discussions of general questions affecting the whole continent.
58. **Latin America: Its Rise and Progress** (F. García Calderon), Year 4. Scribner, 1913; \$3.00. History, politics, economic and social science, literature, philosophy are all touched upon with competence by the author, a young Peruvian diplomat. The evolution of the South American republics and their future outlook is ably presented.
59. **The Continent of Opportunity** (F. E. Clark), Years 3, 4. Revell, 1907; \$1.50. The South American republics, their history, their resources, their outlook, together with a traveller's impressions of present day conditions—written from a Christian standpoint.
60. **Republics of Central and South America** (Enock), Years 3, 4. Scribner, 1913; \$3.00. Reference book giving information and statistics on social and industrial conditions, geography and archaeology.
61. **Vagabonding Down the Andes** (Franck), Years 2, 3. Century, 1917; \$4.00. Being the narrative of a journey chiefly afoot from Panama to Buenos Aires by a world vagabond. (With 176 photographs.)
62. **The South Americans** (A. B. Hale), Year 4. Bobbs, 1907; \$2.50. The South American republics, their characteristics, progress, and tendencies, with special reference to their commercial relations with the United States.
63. **Up the Mazaruni for Diamonds** (La Varre), Years 1, 2. Marshall Jones, 1919; \$1.50. A veteran scout and explorer writes a simple, lively and informing narrative of life in the jungles of South America.
64. **Two Americas** (Rafael Reyes), Years 3, 4. (Translated from the Spanish by Leopold Grahame.) Stokes, 1914; \$2.50. Devoted mainly to South America with short chapters on the United States and the Panama Canal.
65. **South of Panama** (E. A. Ross), Years 2, 3. Century, 1915; \$2.40. Treats of Western Colombia and Ecuador, Peru, Chile, Argentine.
66. **Other Americans** (Ruhl), Years 1, 2. Scribner, 1908; \$2.00. The cities, the countries, and especially the people of South America are described.
67. **Latin America** (Shepherd), Years 2, 3. Holt, 1914; 50c. Condensed treatise showing similarities or differences in character, spirit, or attainment of the different countries.

Geography

68. **South America (Illustrated Maps)** (Bowman), Years 1, 2. Rand, 1915; 75c. Geographical reader; excellent for young students.
69. **Central and South America With the West Indies** (Herbertson), Years 1, 2. Macmillan; 70c. Very interesting extracts from men who were geographers and travellers—very descriptive.

SPEECHES

70. **Pan-American Spirit**, (Root), Years 1, 2, 3, 4. Duties of the Citizen.

GENERAL

71. **The Soul of Spain** (Havelock Ellis), Years 1, 2, 3, 4. Houghton, 1908; \$2.00. Concerns the people, customs, art of Spain, seeking to interpret the spirit of Spain, her ideals.
72. **Spain of the Spanish** (Villiers-Wardell), Years 2, 3, 4. Scribner, 1909; \$1.50. Concerning modern art, literature, music, religion, industry, commerce of the Spaniards.
73. **The Spaniard at Home** (Nixon-Roulet), Years 3, 4. McClurg, 1910; \$1.75. This is written from the standpoint of the Spaniard himself, and the opinions expressed as to institutions and customs peculiar to the country, are in all instances bona-fide expressions of the purely Spanish point of view.
74. **Queens of Old Spain** (Martin Hume), Year 4. Doubleday, 1906; \$3.50. Lives of characters reviewed with impartiality—the personal and political influences which swayed their motives.
75. **Spanish Pioneers** (Lummis), Years 1, 2. McClurg; \$1.00. Sketches and studies of Columbus, Cortez, Magellan, Cabeza de Vaca and Pizarra.

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<i>Brief Spanish Grammar</i> (1922).....	De Vitis
<i>Don Quijote</i> (1922).....	Cruze and Kuhne
<i>Fortuna: Tony</i> (1922).....	De Vitis
<i>Un Drama Nuevo</i> (1923).....	House and Kaufman
<i>France: "Première année"</i>	Camerlynck
<i>French Composition</i> (1922).....	Galland
<i>La Nouvelle Croisade des Enfants, par Bordeaux</i> (1923).....	Church
<i>L'Attaque du Moulin, par Zola</i> (1922).....	Morris

AMERICAN BOOK CO.

<i>La France Eternelle</i> (1922).....	Méras
<i>Le Premier Livre</i> (Revised) (1923).....	Méras

ARTS & SCIENCE PUBL. CO.

<i>Dificultades De La Dicción Castellana</i> (1922).....	Fortoul-Hurtado
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D. C. HEATH AND CO.

<i>Fortuna: Zaragüeta</i> (1920).....	Hills and Reinhardt
<i>French Reader for Beginners</i> (1922).....	Wooley and Bourdin
<i>Cuentos Y Leyendas</i> (1922).....	Hills and Cano
<i>El Abolengo, por Rivas</i> (1923).....	Miller
<i>Platero y yo, por Jiménez</i> (1922).....	Walsh
<i>Conteurs Français d'Aujourd'hui</i> (1923).....	Régis Michaud
<i>Short Spanish Review Grammar</i> (1923).....	Seymour & Carnahan
<i>Innocencia (Taunay)</i> (1923).....	M. B. Jones

E. P. DUTTON & CO.

<i>Maurice, Collection Gallia</i>	Eugène Scribe
<i>La Recherche De L'Absolu, Collection Gallia</i>	H. De Balzac
<i>La Canne M. De Balzac, Collection Gallia</i>	Madame Emile De Girardin
<i>Soeur Philomene, Collection Gallia</i>	Jules De Goncourt

FORDHAM PUBLISHING CO.

<i>French Drill Book</i> (1923).....	R. Windman
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GINN & CO.

<i>Correspondencia Práctica</i> (1923).....	Ray and Behret
<i>Contigo Pan y Cebolla, por Corostiza</i> (1923).....	Owen

GLOBE BOOK CO.

<i>Exercise Book in Spanish</i> (1922).....	Wilkins and Alpern
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HENRY HOLT & CO.

<i>First French Book</i> (1923).....	L. A. Wilkins
<i>A Spanish Reference Grammar</i> (1923).....	L. A. Wilkins
<i>Essentials of German</i> (Revised) (1923).....	B. J. Vos
<i>In Amerika</i> (1920).....	Fletcher Briggs

JOHNSON PUBLISHING CO.

<i>Stories of South America</i> (1922).....	Brooks
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OXFORD UNIVERSITY PRESS, AMERICAN BRANCH

<i>L'Anglais Tel Qu'on Le Parle</i> (1923).....	T. E. Hamilton
<i>Anatole France Contes</i> (1923).....	Adie and De Satgé
<i>Spanish Literature Primer</i> (1922).....	J. Fitzmaurice Kelly

SCRIBNER'S

<i>Practical Spanish Grammar</i> (1923).....	Manfred
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SERIES PUBLISHING CO., OXFORD, OHIO

<i>Lessons for Beginners in Spanish, Part 1</i> (1923).....	Brandon-Da Cruz
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THE MACMILLAN CO.

<i>Maria Chapdelaine par Hémon</i> (1923).....	Thieme
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VERMONT PRINTING CO.

<i>Libros Y Autores Clásicos</i> (1922).....	César Barja
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WORLD BOOK COMPANY

<i>A Glossary of French Slang</i> (1922).....	Leroy
<i>Reference Chart of Spanish Verbs</i> (1922).....	Graeser
<i>Children's French</i> (1923).....	Sóltoft-Ballard

In Memoriam: PROFESSOR ALBIN PUTZKER

Albin Putzker, emeritus professor at the University of California, passed away at the Temple Hospital, Berkeley, on May first, 1923, having reached his 79th year.

Born in Austria, he came to America at the age of nineteen. Being a gifted linguist, he devoted himself to the teaching of languages. It is claimed that he was conversant with twenty-seven languages at the end of his life. After coming to California, he had charge of Santa Barbara College. From there he was called to the State University in 1880 as first head of the German department. He was an enthusiastic scholar in his chosen field, and as visitor of the high schools and academies of the State he used his influence to improve language study. He would refuse to accredit schools unless the teacher had a good practical command of the language.

Together with Professor Julius Goebel of Stanford University, and supported by the University instructors and teachers of German in the high schools of the Bay region, Professor Putzker was instrumental in organizing the California Association of Teachers of German. In 1911 a branch of the Northern organization was formed in Los Angeles, which together with the teachers of French and Spanish shortly developed into the present Modern Language Association of Southern California.

Professor Putzker was one of the popular instructors at the State University, beloved and revered by his students and honored and respected by his large circle of friends. He was a leader in a number of organizations, where he demonstrated his unselfish devotion to the cause he represented.

Manual Arts High School.

VALENTIN BUEHNER

The controversy over making the University of Ghent a Flemish-language institution became such a political issue that it split the Belgian Parliament and in June led to the resignation of the Cabinet. The struggle of the Belgians to obtain this recognition of their ancient language covers nearly a century. Belgium, when formed as the "buffer" state, consisted of three million Flemish and two million Walloons (speaking French). The language of the aristocracy was French and in time French became the medium of scientific, intellectual, and artistic development. The language question developed into a social problem, forming a distasteful line of social demarcation. The Flemish movement became acute, but the war interrupted this internal dissension, that the Belgian people might present a united front to the world. Since the Armistice the struggle for recognition of the Flemish language has recommenced and centered around the effort to have Flemish made the official language of the University of Ghent. The matter became complicated by the fact that the Flemish representatives in Parliament refused to accede to the Government's plan for increased military service until given satisfaction in the matter of the recognition of their language. The compromise proposed by Premier Theunis, after a ministerial crisis lasting two weeks, was finally accepted by Parliament late in July. Henceforth the official language in the administration of the University of Ghent will be Flemish instead of French. Students, at their option, may enter the Flemish division, in which one third the instruction will be given in French, or the French division, in which one third the courses will be given in Flemish. The three universities of Brussels, Louvain, and Liege will still continue to use French.—Educational Review.

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